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| Music Curriculum Design | | | | | |
| Curriculum Intent | | | | | |
| At SS John and Monica’s, we believe that Music is an essential part of a balanced education for all children. To quote the National Curriculum, ‘Music is a universal language that embodies one of the highest forms of creativity’. Furthermore:   * Music is a powerful, unique form of communication and is a vehicle for self-expression; * Music is an integral part of all cultures, past and present; * Music develops concentration, perseverance, co-ordination and memory; * Music promotes co-operation, a sense of group identity and togetherness; * Music increases self-discipline and creativity, sensitivity and fulfilment; * Music can inspire and motivate.   At SS John and Monica we aim for a high quality Music curriculum that develops the whole child by providing a practical, co-operative and enjoyable experience, which every pupil can access. We aim for all children to be given the opportunity to:   * Have a shared and uplifting experience and the opportunity for self-expression; * Develop their creativity and talent when composing and playing a range of different instruments; * Sing and unite with others to increase self-confidence, a sense of achievement, mindfulness and wellbeing; * Make singing a part of school life throughout all the key stages; * Receive a broad music education, which includes performing, composing, listening, reviewing and evaluating music; * Have opportunities for progression through musical instrument tuition; * Enjoy music that they create themselves using their voices, body percussion, musical instruments and music technology; * Develop musically at their own level and pace; * Develop understanding and knowledge of music through making, listening to and responding to a wide range of musical styles from different times and cultures; * Experience activities that develop musical concepts and skills sequentially; * Listen to a variety of music (recorded or played live); * Perform musically to a wider audience, e.g. class assemblies, school productions, concerts, liturgical celebrations and services; * Be inspired to develop a life-long appreciation of the subject. | | | | | |
| Curriculum Implementation | | | | | |
| Ss John and Monica Catholic Primary School follows the National Curriculum:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf>  To deliver this, the Long Term Planning Overview ensures consistency and progress of all learners. This overview shows that each year group has three music units from the Charanga scheme per year with other musical activities and liturgical celebrations complementing this content to achieve the aims of the National Curriculum. Music will be taught weekly for a minimum of 30 minutes to ensure an appropriate balance and distribution of work across each term. As far as possible, staff will also look for ways to integrate the skills learned in music into other curriculum areas.  Staff plan for music half-termly based on the Charanga scheme of work which contains the necessary curriculum documents. The Music co-ordinator, who oversees the subject, is responsible for monitoring planning with teaching and learning whilst ensuring progression of skills through the phases.  In Reception, which is part of the Foundation Stage, we teach Music in line with the objectives set out in the Early Learning Goals for Knowledge and Understanding of the World which underpins the curriculum planning for children aged three to five.  In Years 3 and 4, children benefit from instrument tuition from Birmingham Music Service who provide one hour per week of recorder lessons. These lessons cover all areas of the National Curriculum with the focus on learning to play a woodwind instrument. | | | | | |
| Curriculum Impact | | | | | |
| * Children develop a life-long love and appreciation of music, in as many ways as they choose - either as listener, creator or performer; * Children have access to a varied programme which allows them to identify personal preferences and areas of interest; * Children can feel a pulse and move to music with confidence; * Children can sing with confidence and make singing a part of their everyday wellbeing; * Children develop self-confidence, interaction with and awareness of others, and self-reflection; * Children develop an understanding of the culture and history of music, both in relation to pupils individually, as well as ethnicities from across the world; * Children can dissect music and comprehend its parts. | | | | | |